**K-5 Math Lesson Plan**

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| **Teacher: Hewitt** | | | **Grade: 2** | | | **Date(s)**: Day 2 |
| |  | | --- | | **Unit Title:**  Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:** Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Game board to represent path around safari (**[**http://donnayoung.org/f12/homeschooling-f/boards/rt-05.pdf**](http://donnayoung.org/f12/homeschooling-f/boards/rt-05.pdf)**), plastic animals, number cards (starting numbers for counting), graphic organizer.** | | **Student:**  **Pre-assessment**  **Foldable for vocabulary (morning work)** | | | place value  hundreds  tens  ones skip count  counting on | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.*** | | | | | |
| **I Can Statement(s):**  I can skip-count numbers higher than 100 to 1,000. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  This year, we are going to take a journey through the safari. To begin our journey, we need to explore the area. What kind of plants and animals do you think live in the safari (point to pictures around the room of the various animals and let students name some of them)? As we take our journey, we need to be careful to follow each other, stay on the path, and walk safely – we don’t want to endanger the animals or ourselves. Are you ready to start our exploration? | | | | | |
| **Teacher Directed:**  TW introduce “skip-counting” by defining what skip-counting is (you don’t have to count by ones to get to a certain number, sometimes you can skip ahead – which saves you lots of time). TW ask students if they had learned how to skip count and to share any experiences they had. TW model skip counting by 5s by “skipping” (animated walk, not a real skip, staying in the path with hands by side, not running, etc.) and counting from one area in the room to another. | | | | | |
| **Guided Practice:** Students will line up to “skip” around the room, following the same path as the T at the front of the line. Students will also be encouraged to count along. Students will take two more trips around the safari, the first counting by 2s and the second by 10s. | | | | | |
| **Independent Practice:** Using the model safari (on a long table have a pathway with model trees and plastic animals set up to represent the classroom sized safari) students will pull a card from the deck (will be provided) and count by 2s -moving their animal from the starting point through the path to the next point and record on a graphic organizer the number on the card (the number they started counting with), the number they counted to (where they ended) and which skip-counting they were using (2s or 10s). | | | | | |
| **Closing/Summarizing Strategy:** You have done an excellent job exploring our safari today. You learned how to move safely around the safari, and even learned how to skip-count. The more we practice skip-counting the better because we want to be experts when we have to help the PTA with counting the school supply closet. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | **Intervention** | | | | **Language Development** |
| Skip count by numbers other than 2’s, 5’s and 10’s.  Skip count from a given number – such as count by 5’s starting at 10 | | Have pictures or materials for students to manipulate when counting. (Base 10 blocks, hundred chart)  Count with a partner  Use computer:   |  | | --- | | [http://www.harcourtschool.com/hspmath/na/index.html](http://www.harcourtschool.com/hspmath/na/index.html%20)  This website contains on-line activities for place value, skip counting and comparing numbers. | | | | | Display and pre-teach vocabulary cards with today’s vocabulary |
| **Assessment(s):**  TW review independent practice and take anecdotal notes. | | | | | | |
| **Teacher Reflection:** (Next steps?)  What went well?  What would I change?  How many students need intervention?  What is my re-teaching strategy based on the number of students who need intervention? | | | | | | |